

Coronavirus Catch Up Premium Grant 2020-21

SUMMARY INFORMATION			
Total number of pupils:	199	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£15,920		

STRATEGY STATEMENT
<p>Our key priorities are:</p> <ul style="list-style-type: none"> ○ To raise the attainment of specific pupils to close the gap created by COVID-19 school closures ○ To ensure all children have access to the technology necessary for remote learning – if required ○ To ensure quality first teaching across school and access for all children to a full curriculum ○ To support those children affected emotionally or mentally by the pandemic to ensure they are ready for formal learning ○ To ensure all children attend school regularly – or access remote learning if necessary

BARRIERS TO FUTURE ATTAINMENT	
A	Increased gaps in reading, writing and maths for pupils who did not engage fully with remote-learning during lockdown (particular focus on maths)
B	Insufficient technology at home may impact engagement of pupils remote learning – even if they are not eligible for DfE funded devices
C	Anxiety about Covid-19 may prevent children from focusing on learning or impact on pupil attendance in some cases

TARGETED SUPPORT					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>A .All children to complete baseline testing</p> <p>Teachers analyse QLA to identify which children would benefit from catch-up intervention</p> <p>RAG meetings establish pupil progress, concerns, barriers and gaps</p> <p>Targeted intervention for Year 6 pupils initially by Catch UP teacher</p> <p>Targeted intervention for Phonics in Year 2,1,3 by class-teacher</p> <p><i>Maths to be priority for Autumn term – including timestables in Year 3 and 4</i></p>	<p>All children are seen to be making good progress to narrow any gaps occurring due to missed learning in the lockdown</p>	<p>The EEF says: 'Effective intervention following assessment, which will be used to ensure that support is well-targeted and to monitor pupil progress.'</p>	<p>RAG analysis Work scrutiny/drop-ins Improving mock SATS results for Year 6 during year Improving RWI assessments for Year 1,2, Improving NFER test data for Year 1,3,4,5 Improving MCT data for Years 3,4,5,6</p>	<p>HA Sch RW LT</p>	<p>Half -termly</p>



<p>B. Conduct survey initially of pupils then adults to find out which pupils have no or limited access to a device at home for online learning</p> <p>Access IT support so that all laptops/ipads are able to be used safely by children at home if needed.</p> <p>Source additional devices</p> <p>Ensure all staff attend Delta training on remote learning</p>	<p>All children have access to remote learning during lockdown, self-isolation or closure of class bubble</p>	<p>The EEF says: “Pupil’s access to technology has been an important factor affecting the extent to which they can effectively learn at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. As all pupils return to schools, technology could also be valuable: for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school. To support learning, how technology is used matters most. Ensuring the elements of effective teaching are present – for example, clear explanations, scaffolding practice and feedback – is more important than which form of technology used. “</p>	<p>Work with Delta to monitor and improve the remote learning training and offer.</p> <p>Pupil and parent feedback</p>	<p>HA RW</p>	<p>On-going</p>
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<p>C. Whole School Thrive approach implemented</p> <p>Train Thrive lead during Autumn term</p> <p>Whole school Thrive assessment to be completed to determine those who need additional individual, small group or enhanced intervention</p> <p>For whole classes enrichment activities will be focused on mental wellbeing, resilience and physical activity</p> <p>For those children determined to need additional support in a small group the learning mentor will lead a resilience group.</p> <p>Individuals needing more than this will be supported by the Worth Unlimited</p>	<p>All children will show mental resilience and well-being to deal with the current situation and be ready to learn in school.</p>	<p>The EEF says: “ Interventions might be focus on other aspects of learning such as behavior or pupils’ social and emotional needs or focus on particular groups of pupils with identified special educational needs or disabilities.”</p>	<p>Thrive assessments completed each term</p> <p>Class PHSE plans will be monitored and drop-in will ensure quality first teaching</p> <p>CPOms incidents and parental contacts will be monitored</p> <p>Worth feed-back information will be shared and acted upon</p>	<p>HA JC Worth Unlimited</p>	<p>Termly</p>
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mentor or our own learning mentor.					
<p>C. Monitor attendance daily and liaise with parents / carers</p> <p>Log Covid related absences separately and closely track return to school dates</p> <p>Where appropriate work with EWO to ensure all children return to school as soon as possible</p>	96% + attendance (not included Covid related absence)	The EEF says “Additional support in the new school year could focus on providing regular and supportive communications with parents, especially increase attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils.2”	<p>Monitor over Power BI</p> <p>Report to AAB</p> <p>Regular meeting with CO/HA</p> <p>Attendance monitored daily</p>	CO CB HA	Half-termly
Total budgeted cost:					£18331.00

ADDITIONAL INFORMATION

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